



## BJU Press - 7th Grade - World Studies - Quarter 3 Map

| Week | Unit/<br>Lessons                 | Project/<br>Activity  | Modification | Submit                 | Objectives  |
|------|----------------------------------|---|--------------|------------------------|---|
| 1    | Chapter 11                       | Day 1 and 2: China's Ming and Manchu Dynasties<br>Day 3 and 4: The Ottoman Empire   |              |                        | <ul style="list-style-type: none"><li>*Evaluate the exercise of imperial absolutism under the Ming and Manchu dynasties in China</li><li>*Explain China's self-concept as the "middle kingdom" and its relationship with other Asian countries</li><li>*Evaluate the exercise of imperial absolutism under the Ming and Manchu dynasties in China</li><li>*Explain China's self-concept as the "middle kingdom" and its relationship with other Asian countries</li><li>*Explain how the destruction of the Byzantine Empire contributed to the expansion of the Ottoman Empire</li><li>*Analyze the reasons for Ottoman military success</li><li>*Describe the political, institutional, and economic development of the Ottoman Empire</li><li>*Explain how Muslim, Orthodox and Jewish population coexisted under Ottoman rule</li></ul> |
| 2    | Chapter 11<br>Test<br>Chapter 12 | Day 1: The Safavid Empire<br>Day 2: The Mughal Empire<br>Day 3: Chapter 11 Review and Test<br>Day 4: Chapter 12 French Revolution |              | Submit chapter 11 Test | <ul style="list-style-type: none"><li>*Describe the unification of Persia under the Safavids and Ismail I</li><li>*Assess Safavid political and cultural achievements under Shah Abbas</li><li>*Describe the Mughal conquest of central and southern India</li><li>*Explain the relationship between Muslims and Hindus during Akbar's rule</li><li>*Describe the decline of the Mughal empire and the eventual rule of India by Great Britain</li><li>*Review and Test Concepts and terms from Chapter 11</li><li>*Analyze how political incompetence, social problems and economic troubles prepared France for revolution</li></ul>  |

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| 3 | Chapter 12                    | Day 1: French evolution cont.<br>Day 2: Rise and Fall of Napoleon<br>Day 3: revolts Across Europe<br>Day 4: German and Italian Unification |  |                            | <ul style="list-style-type: none"> <li>*Describe the phases of the french Revolution that lead to the rise of Napoleon</li> <li>*Explain how the revolution and the American Revolutionary War</li> <li>*Explain how Napoleon seized power and became the dictator of France</li> <li>*Evaluate Napoleon's contributions to France</li> <li>*Describe Napoleon's initial military successes and later fall at Waterloo</li> <li>*Describe the desire for nationalism that swept across Europe</li> <li>*Analyze why some countries were able to achieve independence while others were not</li> <li>*Describe the unification of Germany and the role of Bismarck</li> </ul> |
| 4 | Chapter 12 Test<br>Chapter 13 | Day 1: German and Italian Unification<br>Day 2: Chapter 12 Review and Test<br>Day 3 and 4 : Laying the Foundation for Industry             |  | Submit chapter 12 Test     | <ul style="list-style-type: none"> <li>*Describe the unification of Italy and the contribution of movement's key leaders</li> <li>*Recall concepts and terms from Chapter 12 Review and Test</li> <li>*Describe the agricultural revolution and analyze its effects on population growth and patterns of land use</li> <li>*Identify the major characteristics of the industrial revolution</li> </ul>   |
| 5 | Chapter 13                    | Day 1: Laying the Foundation for Industry<br>Day 2, 3 and 4: Expansion of Industry and the Rise of Social Reform                           |  | Submit chapter 13 Activity | <ul style="list-style-type: none"> <li>*Assess the various factors that enable the rise of the industrial revolution in Britain</li> <li>*Explain the connections between population growth, industrialization and urbanization</li> <li>*Explain how industrialization and urbanization affected class distinctions, family life, and the daily lives of men, women, and children</li> <li>*Analyze and evaluate connections between industrialization and movements for political and social reform in Europe</li> </ul>   |

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| 6 | Chapter 13<br>Test<br>Chapter 14 | Day 1: End of the Slave Trade in the West<br>Day 2: Chapter 13 Review and Test<br>Day 3 and 4: Chapter 14: Reform and Radical Movements<br>DAY 5: Reform and Radical Movements cont. |  |                        | <ul style="list-style-type: none"> <li>*Assess the importance of various influences that brought about the abolition of the slave trade and the emancipation of the slaves</li> <li>*Describe the European movement to suppress the transatlantic slave trade</li> <li>*Assess the degree to which emancipated slaves and their descendants achieved social and economic equality</li> <li>*Review and Test concepts and terms of Chapter 13</li> <li>*Explain the main ideas of Marxism and evaluate the movement from a Christian worldview</li> <li>*Describe the course of women's suffrage and other popular reform movements that arose in Europe and North America Explain how Britain and France became more liberal and democratic in the 19th century</li> </ul>   |
| 7 | Chapter 14                       | Day: 1 and 2 Changes in Culture and Education<br>Day 3 and 4: Progress in Science and Technology<br>Day 5: changes in Latin America and Canada                                       |  |                        | <ul style="list-style-type: none"> <li>*Describe the changing status of European Jews during the second half of the 19th century and the rise of new forms of anti-semitism</li> <li>*Evaluate major movements in literature, music and the visual arts and the ways in which they expressed or shaped social and cultural values</li> <li>*Describe the expanded educational opportunities and increased literacy of nineteenth-century Europe</li> <li>*Evaluate the social significance of the work of such scientists as Maxwell, Pasteur, and Darwin.</li> <li>*Evaluate the transformation of global communication and trade caused by inventions such as railroad, steamship, telegraph, and telephone</li> <li>*Assess the success and failure of democracy in Latin American countries that gained their independence in the 19th and early 20th centuries</li> </ul> |
| 8 | Chapter 14<br>Test<br>Chapter 15 | Day 1: Chapter 14 Review and Test<br>Day 2, 3, and 4 Chapter 15 Transition from Trading Partner to Possession<br>Day 5:; Partitioning of Africa for Imperialism                      |  | Submit chapter 14 Test | <ul style="list-style-type: none"> <li>*Explain the steps that led to nation-building and self government in Canada</li> <li>*Review and Test concepts and terms from Chapter 14</li> <li>*Chapter 15</li> <li>*Explain the tremendous growth of African slavery that occurred between 1600 and 1800</li> <li>*Analyze the progress of African states that abandoned the slave trade</li> <li>*Explain the factors that lead to the opening of the African interior.</li> <li>*Describe early Christian outreach in Africa</li> <li>*Explain the early colonization of Africa</li> </ul>   |

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| 9 | Chapter 15<br>Chapter 15<br>test | Day 1: Partitioning<br>of Africa for<br>Imperialism<br>Day 2 and 3<br>consequences of<br>Imperialism<br>Day 4: Kinesthetic<br>Biography Projects<br>Day 5: Chapter 15<br>Review and Test |  | Submit<br>chapter 15<br>Test | *Evaluate the European motives for imperialism<br>*Describe the three phases of the Scramble for Africa<br>*Analyze the African reaction to the forced colonization of Africa<br>*Evaluate the political consequences of European Imperialism in Africa<br>*Understand the requirement for the biography project |
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